

## Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

*Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).*

1. Your name: Kelci O'Neill Block #: The one and only
2. For what project did you make your digital story? My Final Reflection for Dr. Theresa
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? I was trying to demonstrate my journey of learning that I went through from the beginning of practicum, each module, my time in the schools, until the end.
4. What type of story are you telling? Autobiographical
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)? [http://www.scholastic.com/content/collateral\\_resources/pdf/r/reading\\_bestpractices\\_comprehension\\_genrechart.pdf](http://www.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_comprehension_genrechart.pdf)
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?  
They could make a reflective iMovie with their peers about their comprehension for one of my units, and they don't have to make it a biography, they could just talk about how they feel about what they learned without retelling everything.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The advantages of using a digital story for a reflection is that it may make more logical sense chronologically for the student, however the student may not want to recount everything if they feel like they don't actually have to. The disadvantages of using a digital story are that it may make the students more confused because the assignment has more parts because the digital story is included.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. ( <i>Copy and paste the element and its description/explanation from the source Web site.</i> )	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. ( <i>If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.</i> )	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. ( <i>e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”</i> )
Presents the facts of the person’s life	I reviewed the events in Practicum that lead to where I am and how I am feeling now.	Explain
Makes an attempt to interpret those facts	I attempted to interpret each event in each module by talking about each project and what role I had it.	Interpret
Explaining the person's feelings and motivations	I explained how I felt about each event and what I gained from it.	Self- Knowledge